DEVELOPING A GUIDELINE OF ENGLISH TEACHING MATERIALS BASED ON LOCAL CULTURE FOR VII GRADERS IN PASER REGENCY EAST KALIMANTAN

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Abstract: *The development of teaching materials which relates to local culture is not found widely. English teachers must ensure that the teaching materials developed should actually relate to the local culture in order to achieve the students' wants and needs. The aims of this study are: to identify the needs of English teaching materials based on local culture for VII graders of junior high school and to develop an appropriate guideline of English teaching materials based on local culture for VII graders of junior high school. This study adopted the design of research and development proposed by Dick, Carey & Carey (2009). The first draft of the guideline was validated by experts and evaluated by English teachers through Focus Group Discussion. The students' responses also were needed to know their agreements toward the English materials based on local culture. The responses of the English teachers show the mean value ranging from 2.91 to 3.82, while the mean value of the students was ranging 2.94 to 3.62. It means both of mean value results categorized into "good" and "very good" based on interval range 2.52 to ≥ 3.28. It can be concluded that the English teachers agree with the developed guideline and the students agree with the English materials based on local culture.*

Keywords: *developing a guideline of English teaching materials, local culture*

INTRODUCTION

Language and culture are interrelated. Brown (2007, p. 189) says that a language is a part of a culture, and culture is a part of language. They have a very close relationship. They cannot be separated from human life. Language is seen to have a major influence on culture because language determines the form of the culture. Language is very important to understand the unique perspective of our culture. It can be said that language is described from

the culture. Mulyana (2005, p. 60) states that language is a mirror and representation of the culture.

Indonesia is a country with various cultures in many areas. It is reflected in the large number of islands with the various different cultures. Local culture is part of the culture that is formed naturally by the people in a particular area. Warigan (2012, p. 330) says that "local wisdom is a part of culture". The formation of local culture in the region is the effect of the society. The culture in the society will always develop from generation to generation. "Culture transmits generation by generation" (Mahadi and Jafari, 2012, p. 232), so that the culture of each generation makes them understand how their culture is.

The understanding of the society about local culture creates a new generation has grown steadily in its cultural uniqueness. Students are the future generation who learned from their immediate environment and coexist with the culture. Alexon (2010, p. 15) describes that cultural life and integrated with the students and the local community is a theme that can be developed in a learning

process that integrates to culture. The cultural development which existed in their immediate environment makes the students understand more their local culture than the outside of their local culture. Royani (2013, p. 132) explained that the students are common with the culture because the local culture is the culture where the students live. Therefore, their understanding of the local culture brings them learning a foreign language as an international language, like English. It also states by Alexon (2010, p. 14) in his book "Pembelajaran Terpadu Berbasis Budaya" that learning materials can be developed based on the cultural students experience and it can be the way in learning particular subject.

A good understanding of the local culture makes the students learn the target language easily. Hylan (2006, p. 42) says that language and learning are therefore closely bound up with culture. Learning that relates to local culture enables the students understand and remember more quickly the vocabulary related to their environment. It will prepare the students to introduce the local culture to other people, not only in Indonesia

but also outside of Indonesia such as being a guide and students' exchange program.

The aim of learning English in formal school refers to core competence and basic competence. Therefore, English teacher in formal school are required to be creative in developing teaching materials that relate to the local culture. But the fact is that some of the English teachers in Pasir Belengkong sub district are less creative in developing learning materials. It also states by Zaifuddin in his journal (2015, p. 104) that "the failure of English teaching in Indonesia as asserted by Bladford is affected by the low teacher qualification and welfare, large classroom, and the students' motivation". So, the students' wants and needs have not achieved well.

Based on the interview with an English teacher, the currently used English book has not provided yet the English materials that relate to local culture. Whereas, by studying English which relates to the local culture can help the students more easily master English as a target language. The English teacher also agreed that teaching through local culture will be possible to the students. It is because the students are familiar with the materials which make them understand more. The use of local culture makes the students more motivated learning process because the local culture involves the topics materials which they are familiar with (Royani, 2013, p. 131)

The suitable English textbooks help the students in teaching learning process. English teachers need relevant books as their references for English materials development which aimed to achieve learning English goals. Alexon (2010, p. 14) explains that the learning must prioritize a varied source, such as learning which focus on cultural themes are developed based on the initial experience of student culture. However, the source of relevant books related to local culture can be found in DISBUDPARPORA (Dinas Kebudayaan pariwisata Pemuda dan Olahraga) in Tanah Grogot as the capital city of Paser Regency. Based on the interview to English teacher, the books or resources about local culture are still difficult to find. As a result, English teacher creativity in the

development of teaching materials has declined.

The development of teaching materials which relates to local culture is not found widely. English teachers must ensure that the teaching materials developed should actually relate to the local culture in order to achieve the students' wants and needs. In developing teaching materials in the form of textbook that relate to local culture, the English teacher must know the way to develop it appropriately, so that teaching materials can be received well. The fact, not all English teachers are able to develop textbook of English materials.

Teachers as educators are actually have a potential to become a writer of textbooks because they have the theoretical ability and authentic experience, the fact is the English teachers in Pasir Belengkong sub district have not had enough motivation to write their own textbook as another attempt to reach the goal of students' learning. Moreover, the empirical data show that they less on writing textbook experience. To give a boost to the teachers in order to make them ease to develop textbook, the

researcher develops a guideline. It can help teachers in developing textbook.

Based on the rationale above, the researcher developed a guideline of English teaching materials which relate to the local culture. This guideline hopefully gives a great contribution to the English teachers because it will guide them to develop textbook of teaching materials in accordance with the students' wants and needs.

REVIEW OF LITERATURE
Developing Textbook Guideline

Textbook are very important in teaching-learning process. According to Brown (2001: 141) textbooks are one type of text, a book for use in an educational curriculum. In adapting materials from many books, materials developer must creative in selecting appropriate materials in order to gain the appropriate information according to the needs.

Dudley-Evans and St. John suggest that a good provider of materials will be able to:

1. Select appropriately from what is available
2. Be creative with what is available

3. Modify activities to suit learners' needs

4. Supplement by providing extra activities (and extra input)

(Richards, 2001: 260)

In adapting textbook, materials developer should be creative in modifying the materials and the students' activity. Materials developer also needs to know the criteria of evaluating textbook. Cunningsworth proposes four criteria for evaluating textbooks, they are:

1. They should correspond to learners' needs. They should match the aims and objectives of language learning program.

2. They should reflect the uses (present or future) that learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.

3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method."

4. They should have a clear role as support for learning. Like teachers,

the mediate between the target language and the learner.

(Richard, 2001: 258)

Local Culture

Young (2010: 36) explains that culture is defined as "what we do" and "who we are". Culture means as the traditions included foods, song, dance, art, tribe, tourism places and so on. Based on the journal of culture *Puslitbang Kebudayaan* (2012: 146), type cultural diversity is reflected in the customs, beliefs, traditions, traditional ceremonies, traditional arts, traditional house, clothes customs, food typical of the region, and social stratification.

Local culture is the ancestral heritage which has been a tradition in the area. VA states in Journal of culture *Puslitbang Kebudayaan* (2012: 146) that local culture is a culture from the indigenous people that is the cultural heritage. Thohir also proposed that local wisdom can be defined as an effort of people, using their intellect (cognition), to act and behave towards things, objects, or events that occur in a given space. (Susanti, 2013 : 97)

METHODOLOGY OF STUDY
Research Design

This research adapted from Dick, Carey & Carey (2009) procedure development. The researcher modified it into seven steps. The first step is conducting needs analysisin 7 schools by observation, questionnaire, and interview.The researcher distributed the first questionnaires to 7 English teachers and the students in grade 7 to get their wants and needs.The results were used to develop a guideline of English teaching materials. The researcher also distributed the second questionnaire to them to gain their comments, suggestions, and responses to the guideline of English teaching materials that relate to local culture. Interview was conducted by the researcher to support data from the results of questionnaire. The aim is to obtain the information deeply.

The second step is writing syllabus. After getting the results of needs analysis, then the researcher started to write a syllabus. The content materials of the syllabus were the English materials based on local culture for grade VII in the second semester.

The third step is developing a guideline. The researcher developed a guideline as the first draft based on the results of needs analysis and syllabus developed.

The fourth step is reviewing the guideline. The researcher reviewed the draft by consulting to the experts.

The fifth step is evaluating the guideline. The researcher evaluated the draft through Focus Group Discussion (FGD).

The sixth step is trying out. After the draft has revised from the result of Focus Group Discussion, then the researcher asked the students' response through questionnaires and interview.
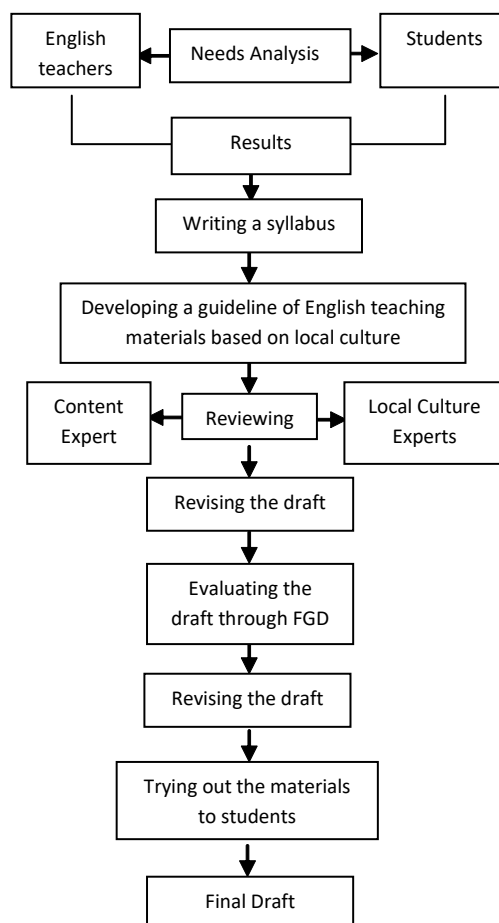
The last step is writing the final draft.

Figure1. Research Procedure

Research Setting

The researcher conducted this study in 7 schools of Junior High Schools in Pasir Belengkong sub district, Paser Regency, East Kalimantan.

Research Subject

The subjects of this study were the English teachers and students in grade VII of junior high school.

Data Analysis Technique

There are two kinds of techniques of analyzing data, namely qualitative data and quantitative data. The qualitative data were gained through two sources. The first is from suggestions and feedbacks of experts and the second is from the results of interview of English teachers and some students. In analyzing the qualitative data, the researcher recorded the interviewees (English teachers and students) and then transcribed the results. The quantitative data were gained from the results of questionnaire from English teachers, experts and students.

The data were obtained using the four-point Likert's Scale. The data converted into mean value interval on the scale of 1 to 4 using the range of score. Suharto (2006, pp.52-53) states that the range of the score can be used to create score conversion by dividing the range with the objected class intervals. The scoring for the four-point scale are: 1 for strongly disagree, 2 for disagree, 3 for agree, 4 for strongly agree. The formula is presented as follows.

$$R = \frac{Xh - Xl}{4}$$

R   = range Xh = highest score

Xl = lowest score   4   = likert scale

The calculation is as follows:

$$R = \frac{Xh - xl}{4} \qquad R = \frac{4-1}{4} = 0{,}75$$

In summary, based on the calculation, the class intervals are presented below.

Table 1. Quantitative Data Conversion

Scale	Interval of the mean values	The other form of the interval	Category
1	1.00 – 1.75	$1.00 \leq x \leq 1.75$	Bad
2	1.76 – 2.51	$1.76 \leq x \leq 2.51$	Fair
3	2.52 – 3.27	$2.52 \leq x \leq 3.27$	Good
4	≥ 3.28	≥ 3.28	Very good

Adapted from: Suharto (2006, p. 61)

RESULT AND DISCUSSION

The Result of Needs Analysis

The results show that most English teachers in Pasir Belengkong

Subdistrict have experience in developing English materials, but all the English teachers have not tried yet to develop specific English materials, especially related to local culture.

The analysis results of the students showed that the textbooks about local culture are not available yet in the schools. Related to the topics, the data show that most of the students wanted to learn culture because it is familiar with the students' environment and exists in their life.

Students also will be introduced to how to give information with the best way. The aim is to prepare them if they want to introduce local culture to foreigner. They also can become the guide in their region.

The Guideline of the Product

The draft consists of four chapters. Chapter I consist of 5 parts. The first is the background of the problem. It presents the reason why the English materials should be developed. The developed English materials are the materials that relate to local culture. It is because the students' knowledge of local culture is in a good level. The second is the guideline definition. The references are from dictionaries. The third is the

purpose of the guideline. It explains the general purpose and the specific purpose of the guideline. The purposes are to give the instruction to English teachers and to give the explanation of how to develop textbook. The fourth is the benefit of the guideline. It describes the benefit of developing textbook. The last is the process of developing. It shows the general steps of developing textbook.

Chapter II consists of 4 parts. The first is the elements of English subject. It describes about the schools-based curriculum involving the purpose of the English subject, the scope of the English subject and the syllabus of grade VII. The second is culture elements. It describes many culture elements which mentioned by some experts. The last is the results of need analysis of English teachers and students. It explains about how to develop English materials which relate to local culture based on the wants and needs of English teachers and students.

Chapter III is the steps of developing textbook. It consists of 3 parts. The first part is the explanation of the textbook. It explains about the definition of textbook and what should

the developers know before developing teaching materials. The second is the development of English textbook organizing. It describes the main menu of the textbook. It consists of three parts; the first parts are cover, page cover, preface, list of contents, list of figures, list of tables, and list of appendices. The core parts describe the main materials. It explains how to relate the English materials to the local culture.

Chapter IV is the English materials which relate to local culture. The materials involve four English skills (listening, speaking, reading, and writing). So, when the user wants to develop it, this guideline will help and guide them easily.

However, the results of the experts and English teachers were categorized as "good and very good" with the equivalent $2.52 \leq X \leq 3.27$ and $X \geq 3.28$. It means that they agreed with the product.

Based on the evaluation, the designs of the guideline are (1) cover; (2) preface; (3) table of contents; (4) list of pictures; (5) list of tables; (6) chapter I is introduction; (a) the background of the problem; (b) the definition of guideline; (c) the purpose of guideline; (d) the benefits of guideline; (e) the process of guideline developing; (7) chapter II is English learning materials based on local culture; (a) the elements of English; (b) the elements of culture; (c) the result of needs analysis; (8) chapter III is the steps in developing textbook; (a) textbook; (b) the developing of English textbook organization; (c) the developing of chapter/ unit organization; (9) chapter IV is the example of textbook; (a) cover; (b) introduction; (c) learning objectives; (d) table of contents; (e) unit I of the English materials.

Tryout

The researcher gave the students English materials and distributed the second questionnaire. It aimed to obtain their respond whether they interested in the materials or not. The researcher also interviewed some students to get their respond more deeply.

After revising the draft, the English materials in the guideline was ready to be given to the students in order to know their responses. The results of the questionnaires indicated that the students' responses toward the English materials based on local

culture got a positive response. The highest mean value is 3.62 since the range is more than $\geq$ 3.28. It is categorized as "very good". While, the lowest mean value is 2.94 with the interval range from 2.52 – 3.27. It is categorized as "good". So, it can be concluded that the students' response of the English materials which relate to local culture is applicable.

The results of interview to the students showed that English materials which relate to local culture are interesting and easy to understand. It can be interfered that they agreed with the English materials which relate to local culture. Those materials help the student in learning English and also can improve their knowledge.

Based on the responses of the students through questionnaires and interview, the data indicate that students' responses to the English materials based on local culture are positive. It means that the English teachers or materials developers can use the guideline to develop English textbook.

CONCLUSION AND SUGGESTIONS

Conclusion

The English teachers and students wanted that the English materials based on local culture were provided in the textbook. It is because local culture involves the topics materials which they are familiar with. Learning English through their local culture is a strategy of designing the learning experience as a part of the learning process. The research method of this research is modified from Dick, Carey, & Carey procedure development.

The appropriate topics in English materials based on local culture were traditional house, traditional food, traditional music, traditional dance, and tourism place. Based on the responses of English teachers toward the guideline of English teaching materials, the data showed that the guideline is categorized as "good" and "very good" with the equivalent $2.52 \leq X \leq 3.27$ for "good" and $X \geq 3.28$ for "very good". However, it can be concluded that the guideline is appropriate and acceptable. The responses of students toward the English materials are positive. The data showed that the English materials also are categorized as "good" and "very good" with the equivalent 2.52

≤ X ≤ 3.27 for "good" and X ≥ 3.28 for "very good". It means that the English materials based on local culture are applicable for students in grade VII.

Suggestions

For English teachers

The English teachers can use this product as their guideline in developing textbook of English teaching materials based on local culture. In theories, they can follow the procedure development in developing textbook.

For students

The students can learn English through their local culture. As stated from some theories that learning materials can be developed according to the students' experience in their environment.

The researcher

The result of the product gives a lesson to the researcher to design a guideline of English teaching materials. It can motivate the researcher to design other product that relate to another field.

For other researchers

The other researcher can design a guideline which relates to local culture in the different region.

For policy maker

The product becomes a review to the policy maker to develop a guideline to develop textbook. The policy maker should have a concern on developing a guideline to develop textbook. It can give a boost the teachers to develop appropriate teaching materials to their students.

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